DOCUMENT RESUME

ED 129 342 JC 760 503

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TITLE A Survey of the Management System at St. Petersburg Junior College Using Likert's Profile.
PUB DATE 23 Apr 76
NOTE 47p.; Ed.D. Practicum, Nova University. Pages 42 through 48 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Attitudes; Authoritarianism; Community Colleges; Employee Attitudes; *Junior Colleges; *Organizational Climate; *Organizational Development; Organizational Theories; Participation; School Surveys; Teacher Attitudes; *Work Environment

ABSTRACT

A study was conducted at St. Petersburg Junior College (Florida) to determine the level of congruency of current perceptions and future expectations regarding organizational climate, of faculty, professional career personnel, and upper-level supervisors. Also surveyed were first-level supervisors' beliefs of their subordinates' perceptions of organizational climate. A sample of 150 college personnel was surveyed using the Likert Profile of Organizational Climate, Form T. A response rate of 63.3% was achieved. It was found that perceptions and expectations between groups varied, and that overall, perceptions of organizational climate were incongruent. Professional personnel and faculty perceived the organization to be more Benevolent Authoritative than did the other groups who perceived the organization to be more Consultative. All of the groups held expectations that, for the future, the organization would become more Participative. As a result of the study, it was recommended that a series of Organizational Development interventions be planned as a way of managing change to reduce the degree of incongruency of perceptions. Also recommended was periodic testing of the organizational climate. The survey instrument and references are appended. (Author/JDS)

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A SURVEY OF THE MANAGEMENT SYSTEM AT ST. PETERSBURG JUNIOR COLLEGE USING LIKERT'S PROFILE

by

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Honeywell Inc.

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

April 23, 1976

JE 760 503

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ABSTRACT

This study was implemented at St. Petersburg Junior College to determine: (1) if the faculty, professional, career and upper level supervisors' perceptions and expectations of the organizational climate were congruent, and (2) what did the first level supervisors believe their subordinates' perceptions of the climate to be while projecting their own expectations. The Likert, Profile of Organizational Climate, Form T, instrument was used to test the perceptions and expectations of 150 St. Petersburg Junior College personnel.

Based on a 63.3% response, it was found that perceptions and expectations were incongruent. The instructional personnel viewed the organization as functioning in System 2, with expectations of System 4; first level supervisors predicated their subordinates' perceptions to be System 2 while their own expectations were System 4; upper level supervisors' perceptions were System 3 while expectations were in System 4; and career employees perceived a System 3 while expectations were in System 4. Professional personnel perceived the institution as a high System 2 with expectations of System 4.

It was recommended that: (1) the data be fed back to the participants, president and his staff, (2) a series of Organization Development interventions be planned as a way of focusing human energy toward specific, desired outcomes

as a way of managing change, and (3) that the climate be tested every six months using Likert's Profile of Organizational Climate.

INTRODUCTION

Robert Presthus (32:61-81) has posited that our society, in contrast to earlier societies, is an organizational society. We are born in organizations, educated by organizations, and most of us spend a good share of our lives working for organizations. Further, it can be said that organizations are not new, for the pyramids were built by the Pharaoh's organizations, as great irrigation systems were constructed by organizations of the emperors of China.

Modern organizations have gone from the Classical formal approach, perhaps more appropriately called Scientific Management, to the Human Relations approach. It has been suggested that the latter was a reaction to the former. Elton Mayo is generally recognized as the father of the Human Relations approach with other recognized contributors being Kurt Lewin and, somewhat indirectly, John Dewey.

The Human Relations approach assumed a correlation between the most satisfying organization and the most efficient. Whereas, the "rational" organization, viewed as being cold and formal, could not be seen as being conducive to having happy employees. In short, the Human Relations school pointed to a perfect balance between organization's goals and the worker's needs. It is upon that balance that

this investigation was made.

Proponents of Scientific Management and Human Relations have, in years past, focused their attention almost exclusively on organizations such as industries, banks, insurance companies, and other businesses. Recently, there has been an increased interest in analyzing such diverse organizations as prisons, educational institutions, and the Communistic Party as versus the Catholic Church.

This transition from one work arena to others and the shift from the Scientific Management approach to the Human Relations school has produced some traumatic results. For instance, in the traditional and bureaucratic organizations, influence and power were exercised according to position and role. Authority was clear and, in a large part, impersonal. The "rules of the game" were understood and accepted by organization members without undue debate, i.e., the faculty taught and the administration made the decisions.

Worldwide and local developments have tended to change the traditional, stable ways of working. These changes have operated in such a way to erode traditional patterns of authority and the acceptance of authority. The power of faculty unions and other organized groups has tended to interrupt the chain of command and to create an independent power center which cannot be influenced by the simple exercise of assigned authority. Additionally, significant differences in values between generations (the students and administration) have tended to erode consensus about the

"rules of the game."

These and other developments all require of administration that they be able to influence others in ways which go beyond the exercise of simple authority and positional power.

With this new development, there has come the inevitable analysis. That is, how does the institution analyze and see itself, and how does it go about making changes so that it becomes a more viable organization?

However, some people resist change, some hold the keys to it, while others admit the need for new ways, but don't know how or where to begin. What kind of management can ease the inevitable pain and tap the talent, energy, and knowledge of its employees? Albrook (1:166-170) has noted that the recipe is elusive and, increasingly, business has turned to the academic world for help, particularly to the behavioral scientists.

For purposes of this study, it can be asked, "How do the St. Petersburg Junior College personnel perceive the organization and what are their expectations relative to characteristics normally descriptive of the organization?" Secondly, "If there is a variance between the two, what difficulties does this cause and what can be done about these difficulties?"

All the activities of any organization are determined and initiated by individuals who make up that organization. Of all the tasks to be done, managing the human resources

of the organization is the central task. It is also the most important task.

Theorists have for years attempted to measure and evaluate which management of human resources approach was best. One approach that has been reportedly successful is an instrument developed by Dr. Rensis Likert (23) and presented in his book, The Human Organization. The instrument measures seven organizational variables (51 items) along a continuum.

The seven organizational variables (leadership processes, motivational forces, communication, interaction-influence processes, decision making, goal setting, and control processes) cover the spectrum of organizational analysis.

The instrument was sent to 150 administrative (upper/lower level supervisors), professional (including instructional), and career personnel. Participants were asked to respond to each item as they perceived the organization and what were their expectations of the organization. Anonymity of participants was scrupulously observed.

BACKGROUND AND SIGNIFICANCE

Management practice is being increasingly influenced by behavioral science research in the areas of group dynamics, problem solving, and decision making. According to Zalkind (38:218-235), one aspect of behavior which has not been fully emphasized is the process of perception. Administrators must be continuously aware of the intricacies of

perceptions and the perceptual process. Awareness of individuals' (faculty, career employees, etc.) perception and the perceptual process may preclude arbitrary and categorical judgments and lead to encouraging reliable data before judgments are made.

When perception is compared to expectations (that are different by a significant magnitude), the situation is obviously a volatile one.

The differences between perceptions and expectations could result in intergroup conflict. Warren H. Schmidt (36:5-6) suggests that conflict can be viewed positively or negatively. Positive outcomes include better ideas, people forced to clarify their views, and tension stimulated interest and creativity. The negative outcomes are that people and departments start to consider only their own narrow interests. Additionally, the distance between people is increased, people and departments that needed to cooperate, now actively or passively fail to develop as a team.

What structure of governance can best cope with the difference in perception and expectation? No structure, be it bureaucratic, collegial, or political, as defined by Baldridge (3:25), can be viewed as the "best" until an evaluation is made of the present governance structure. Gross and Watt (15:112-115) posited that the first phase of structural change is determining what is to be changed and Doak (10:367-371) called for the assessment of organizational climate first.

How does the nonsupervision perceive the organization? What are their expectations? The same questions can be asked of the supervisory personnel. A method of determining perceptions and expectations was to survey the St. Petersburg Junior College with an instrument that relates leadership behavior to organizational characteristics. It was posited that a survey is a viable means of accurately determining the climate of an organization. Parton (31:486) has stated that surveys, on the whole, tend to correlate fairly closely with overt behavior, official records, or data secured through careful experiments.

Review of the literature relative to separate characteristics, i.e., goals, decision making, communication, change, etc., were found and appropriate reference to and comment on them are found in the discussion of this report. In addition, generic data relative to perceptions and expectations were evident.

Similarly, review of the literature relative to organizational climate and, more specifically, Likert's Organization Profile were found.

However, the available research can only help explain or reinforce the behavior at St. Petersburg Junior College, it cannot delineate the perceptions and expectations of the personnel. When the St. Petersburg Junior College administration was contacted in contemplation of the study, they offered cooperation and encouragement. The administration, especially President Bennett and Director of Educational

Planning and Research, Dr. Stephens, saw the instrument as a means of monitoring any changes in perceptions over periods of time.

PROCEDURES

Kerlinger (19:351-352) states that any step-by-step design can obviously suffer from: (a) a plethora of information, to (b) minimal information. This research presented adequate information while delineating the process, for design research is data discipline.

It was the intent of the investigator to impose controlled restrictions on observations of what has been called natural phenomena. The investigator recognized that no design can satisfy all criteria and attempted to satisfy as many as possible.

The instrument, Form T, "Profile of Organizational Characteristics," (Appendix A), was administered to a pilot group of six to determine the time required to complete the survey. It was not deemed necessary, because of the recognized validity and reliability of the instrument, to "test" the instrument.

In a discussion with the Director of Educational Research and the President of the St. Petersburg Junior College, it was mutually decided that the survey was to be conducted under the auspices of the Junior College. The intent was to conduct a longitudinal study over a three-year period using the first survey as a data base.

The population studied consisted of the following: (1) president, (2) upper level supervisor, (3) first level supervisor, (4) professional (including instructional), and (5) career service personnel. Participants in 1, 2, 4, and 5 were asked to respond to 51 items as to how did they perceive the organization "now" (N) and how they would like to perceive organizational behavior and be willing to work for that objective in the "future" (F). First level supervisors were asked to delineate their perception of the institution "now" (N) and the faculty's perception (P), that is, how did they perceive their subordinates would answer the item. (Appendix B - Special Instructions to respondents.)

On February 10, 1976, the instrument was mailed to a representative sample (N = 150) of upper level supervisors, first level supervisors, professional and career personnel.

Administration of the instrument was on a nonprobability, volunteer sample of the target administration and faculty members. Specifically, 100% of the supervisory/administrative employees, and 10% of the instructional and career service employees were surveyed. A cover letter delineating instructions, with a February 20, 1976 return date, was attached to each survey. A follow-up letter dated February 27, 1976, was sent to all participants. The letter expressed appreciation for the respondents' cooperation and requested that those who had not responded, do so. Initial

responses amounted to 63.3% of the sample selected.

Most administrators and instructors throughout the country have participated in a research project, but their apparent cooperativeness often belies hidden reticence and cynicism about the research process and the usefulness of the results. Data collected from questionnaires at times have not been useful to school people. McElvaney (29:113) has observed that the results often are not fed back, and even if they are, they are difficult to understand and use.

Some of these same shortcomings plague St. Petersburg Junior College. To avoid these shortcomings, respondents were encouraged to request the results. These requests will be honored for this feedback can become the first Organization Development intervention of many to come in the next few years.

This project began with the assumption that it is essential to help the college become fundamentally healthier rather than help solve only short-term problems. It was an attempt to go deeper, to improve the capacity, the best capacity, of the college to survive and cope more adequately with change.

It was anticipated that there would be a difference between the "perceived" and "expected" responses. Secondly, it was anticipated that the first level supervision's predication of their subordinates response would be in congruence with their subordinates. In addition, it is conjectured that should the difference between perceived and

expected responses not be resolved or at least addressed, the "end result" will be those negative aspects associated with a failing organization including destructive conflict between the hierarchies.

It is not suggested that administration should seek the situation in which every difference in St. Petersburg Junior College is resolved. Argyris (2:7) suggests a certain degree of incongruence may be "healthy." It is his hypothesis that incongruence in the organization can provide for a continued challenge which, as it is fulfilled, will tend to help those associated with the organization enhance their own growth and develop the organization that will tend to be viable and effective.

What is important is to recognize and understand the nature of the incongruence and be in a position to move in the direction of resolving it.

The St. Petersburg Junior College has been searching for a means to monitor: (a) the effect of management development, and (b) organization change. It was assumed that the Likert scale could serve these purposes, for it has been utilized many years in business, industry, and most recently in educational institutions.

The plan, as developed by the Director of Educational Planning and Research and endorsed by the President, was to monitor on a continuing basis, various dimensions represented in the instrument. This involvement is in keeping with the philosophy of Neff (30:23-33) that it is important for the

client system to be actively involved from the start.

Comparison of data, observation of changes, etc., is virtually unlimited. Future limitation is merely a function of how the comparison is to be made.

Apart from the fact that each researcher has a right to choose the limits of his research, the limitation of his human finiteness is imposed on any investigator. He cannot do everything. The reported "perceptions" and "expectations" of the "intervening variables" transend the St. Petersburg Junior College.

For the St. Petersburg Junior College it becomes a data base and a "jumping off" point for any anticipated change. For those outside the Junior College it can become a source of data comparison for any replication of the survey in their institution.

In order to more fully appreciate the findings and conclusions, a relatively few terms (systems, variables, and OD) should be explained.

Likert has defined the characteristics of four different management systems based on comparative analysis. The systems are arranged on a continuum from: (1) Exploitive Authoritative, to (2) Benevolent Authoritative, to (3) Consultative, to (4) Participative.

The first two systems rely primarily upon McGregor's (27) Theory X assumptions about human behavior while the last two rely on varying degrees upon Theory Y assumptions.

Richardson, Blocker and Bender have summarized the

behavioral differences generated within each of the four systems and a brief review of the two polar systems will provide some insight to these differences.

System 1 - Exploitive Authoritative

The motivational forces used are related to economic security with some attention to status. The individual derives little satisfaction from the achievement of institutional objectives and the sense of responsibility for such objectives diminishes as one moves downward in the organization. The direction of communication is primarily downward. Upward communication is distorted. There is little understanding between superiors and subordinates. The interaction-influence process is designed to maximize the position of superiors, although the objective may not be achieved to the degree desired due to inherent limitations in the assumptions made about motivational forces. Subordinates perceive their position as powerless to effect change. The decision making process involves little influence from subordinates due both to the inadequacy of upward communication and the downward direction of the interaction-influence process. Decisions may be made at higher levels than where the greatest expertise exists. Decision making is not used to influence values or to encourage motivation. Goals are established at the highest levels and impressed upon the remainder of the organization. In consequence, it is normal for a highly developed, informal organization to exist, which frequently works in opposition to the formal organization. Performance characteristics include mediocre productivity, excessive absence and turnover, and difficulty in enforcing quality standards.

System 4 - Participative Group

Full use is made of economic, ego, and self-fulfillment motives through group involvement in setting goals, improving methods, and appraising success. Satisfaction is relatively high throughout the organization based upon identification with the progress of the group and the growth of the individual. Communication moves upward, downward, and laterally, with little distortion and few errors. Superiors and subordinates have accurate perceptions of the characteristics and needs of each other. There is a substantial degree of interaction and influence exercised by all levels within the organization. Subordinates feel that they exercise

> considerable influence over organizational direction and objectives. Decision making occurs throughout the organization and includes the use of overlapping groups to ensure that decisions are made with the involvement of all who have something to contribute, as well as taking place at the point within the organization where the greatest degree of expert opinion may be brought to bear. Decision making encourages team work and cooperation. Goals are established through group participation and are largely internalized by all participants within the organization. The informal and formal organization tend to be one and the same, since the adaptive orientation of the organization tends to change structure in the direction of the needs of both individuals and the organization. Productivity is high, turnover and absenteeism is low. Group members provide substantial control over the quality of their own efforts through the group interactive process. (35:102-103)

Likert (24:28-29) has delineated three variables--causal, intervening, and end result with subsequent definitions. The "causal" variables are independent variables which determine the course of developments within an organization and the results achieved by the organization. These causal variables include only those independent variables which can be altered or changed by the organization and its management. These include the structure of the organization and management's policies, decisions and leadership strategies, skills, and behavior.

The "intervening" variables reflect the internal state and health of the organization, e.g., the loyalties, attitudes, motivations, performance goals, and perceptions of all members and their collective capacity for effective interaction, communication, and decision making.

The "end result" variables are dependent variables

which reflect the achievements of the organization, such as its productivity, costs, scrap loss, and earnings.

Finally, OD (Organization Development) has been described by Bennis (5:2-3) as the response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new challenges and the dizzying rate of change.

RESULTS

It was anticipated that the survey data, collected from responses to Likert's Profile of Organizational Characteristics, would show that perceptions and expectations of the organizational climate would be incongruent. Data from all respondents offer confirmation of this hypothesis. (See Figure 1.)

It is evident that the respondents viewed the institution as a System 3 Consultative style of management with System 2 attributes in the areas of decision making and performance. The ideal style was seen as System 4. Thus, there appeared to be substantial agreement among organizational levels that System 4--Participative Group--would be the ideal management style, yet the actual system was seen as being more Consultative or Benevolent Autocratic. The profiles in Figure 1 are similar to those found in Likert's studies. It suggests that, in terms of Likert's theory, the St. Petersburg Junior College hierarchy may be using management systems

GRAPHIC PROFILE OF ORGANIZATIONAL CHARACTERISTICS
(Section One)

Section One
Item no. 1-12

TALLY WORKSHEET

Organizational Variable	SYSTEM 1 Exploitive Authoritative	SYSTEM 2 Benevolent Authoritative	SYSTEM 3 Consultative	SYSTEM 4 Participative Group
1. Leadership processes used				
Superiors have confidence and trust in subordinates				
Subordinates have confidence, trust in supervisors				
Superiors display supportive behavior				
Subordinates feel free to have discussions with superiors				
Subordinates' ideas/opinions requested and used				
2. Character of motivational forces				
Underlying motives tapped				
Manner in which motives are used				
Attitudes toward organization and its goals				
Motivational forces confliet/ reinforce one another				
Responsibility felt by member for achieving organization's goal				
Attitudes toward other members of organization				
Satisfaction derived				

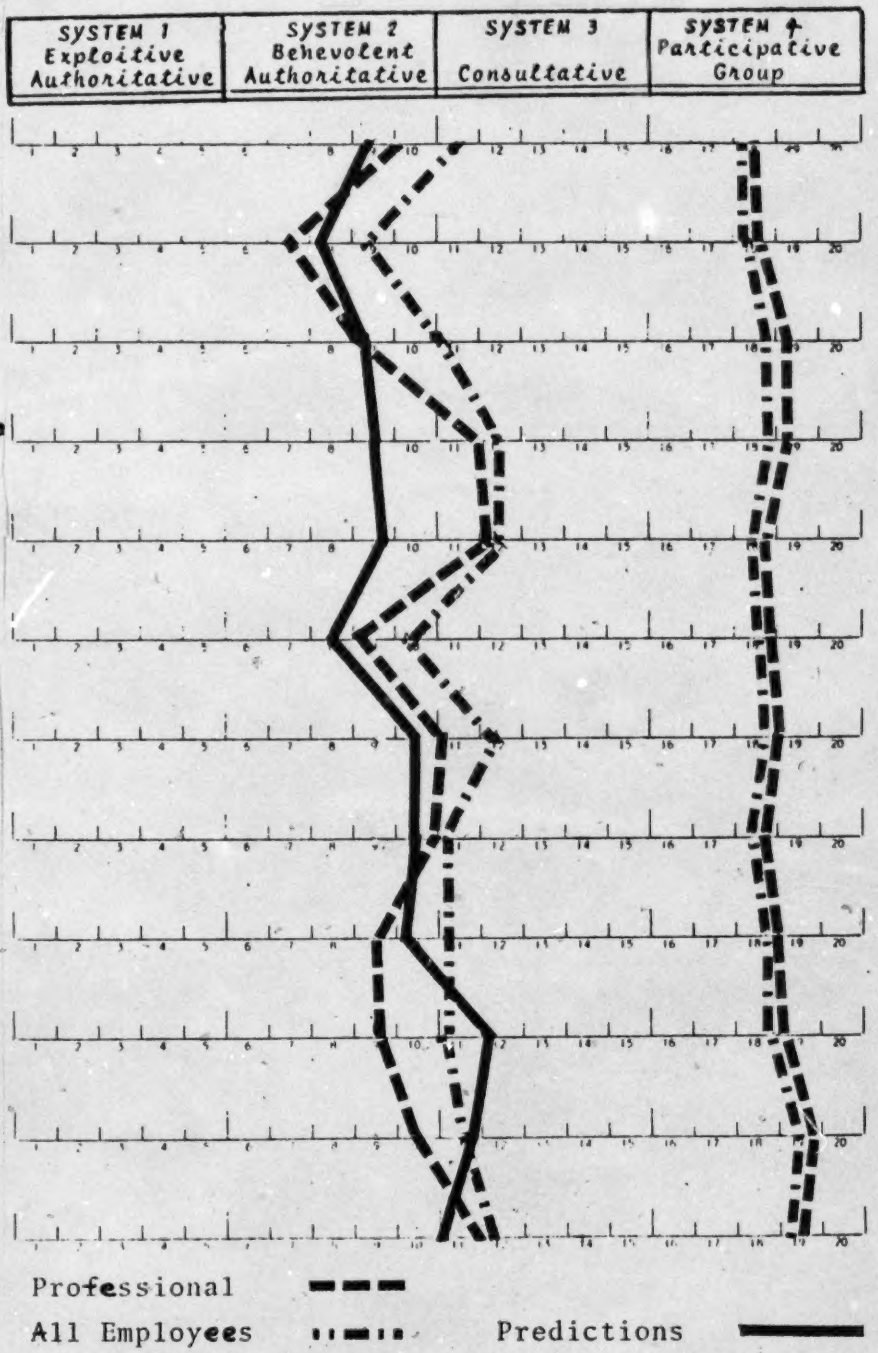


Figure 1

Perceptions and Expectations
of Sample Population

Section One	Organizational Variable	SYSTEM 1 Exploitive Authoritative	SYSTEM 2 Benevolent Authoritative	SYSTEM 3 Consultative	SYSTEM 4 Participative Group
3.	Character of communication process				
	Interaction for achieving organization objectives				
	Direction of information flow				
	Where downward communication is initiated				
	Extent superiors share information				
	Acceptance of downward communication				
	Adequacy of upward communication				
	Responsibility for starting upward communication				
	Distortion and accuracy of upward communication				
	Accuracy of upward communication				
	Supplementary upward communication system need				
	Sideward communication adequacy and accuracy				
	Superior/subordinate psychological closeness				
	Superior knows and understands subordinates problems				
	Superiors and subordinates perceptions of each other				

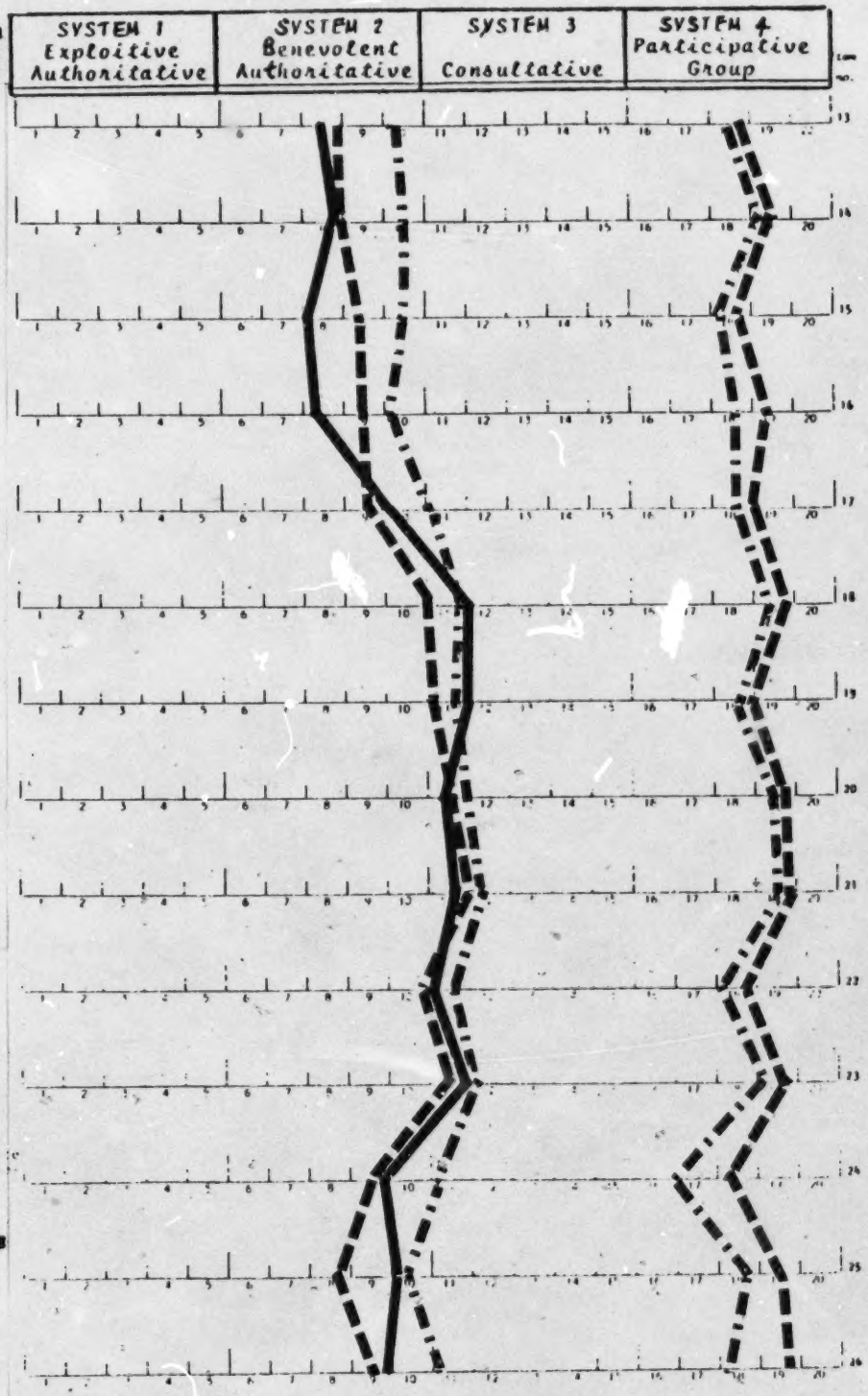
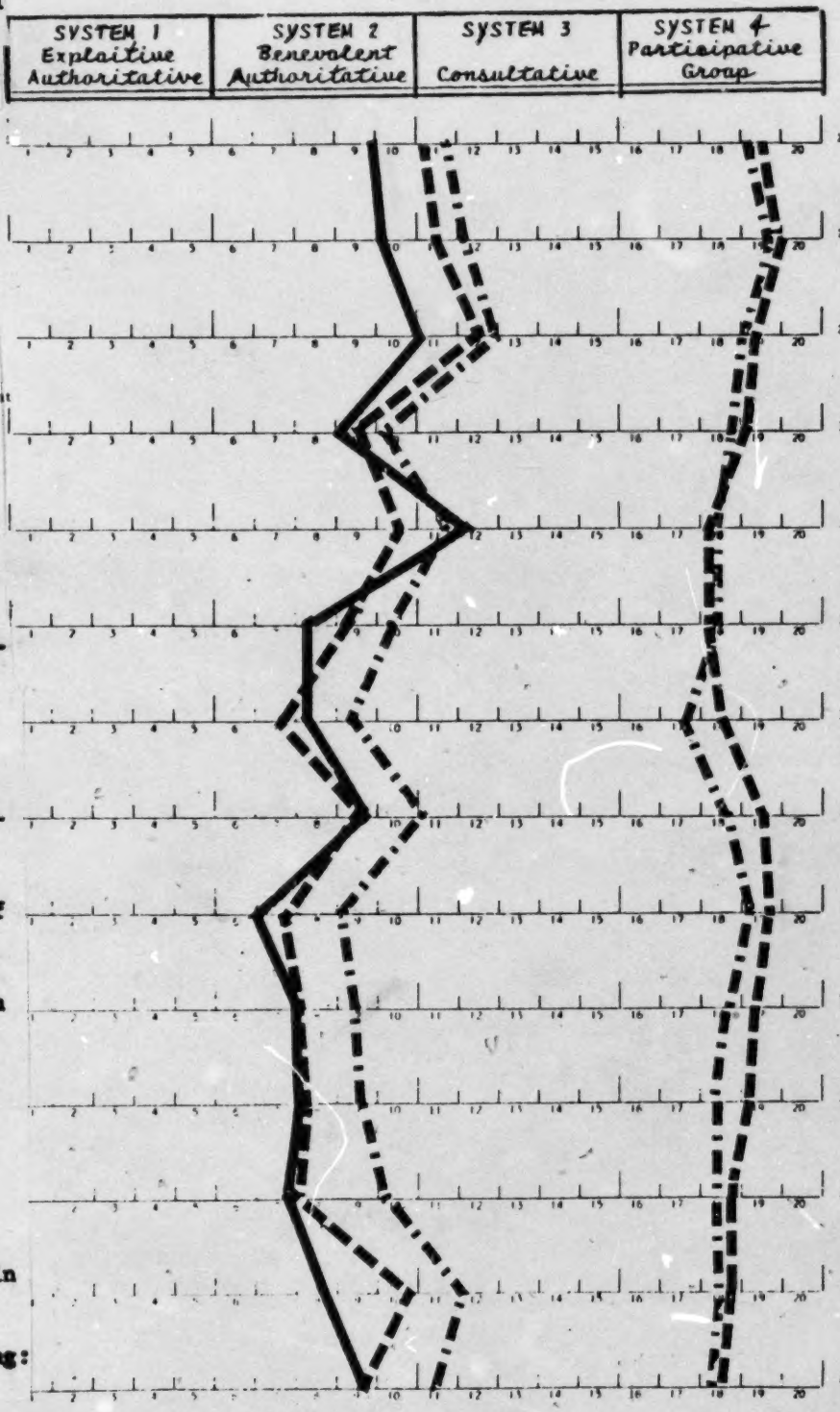


Figure 1 (continued)

Section Two
Item no. 27-40 Organizational Variable



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Section Two
Item no. 41-51 Organizational Variable

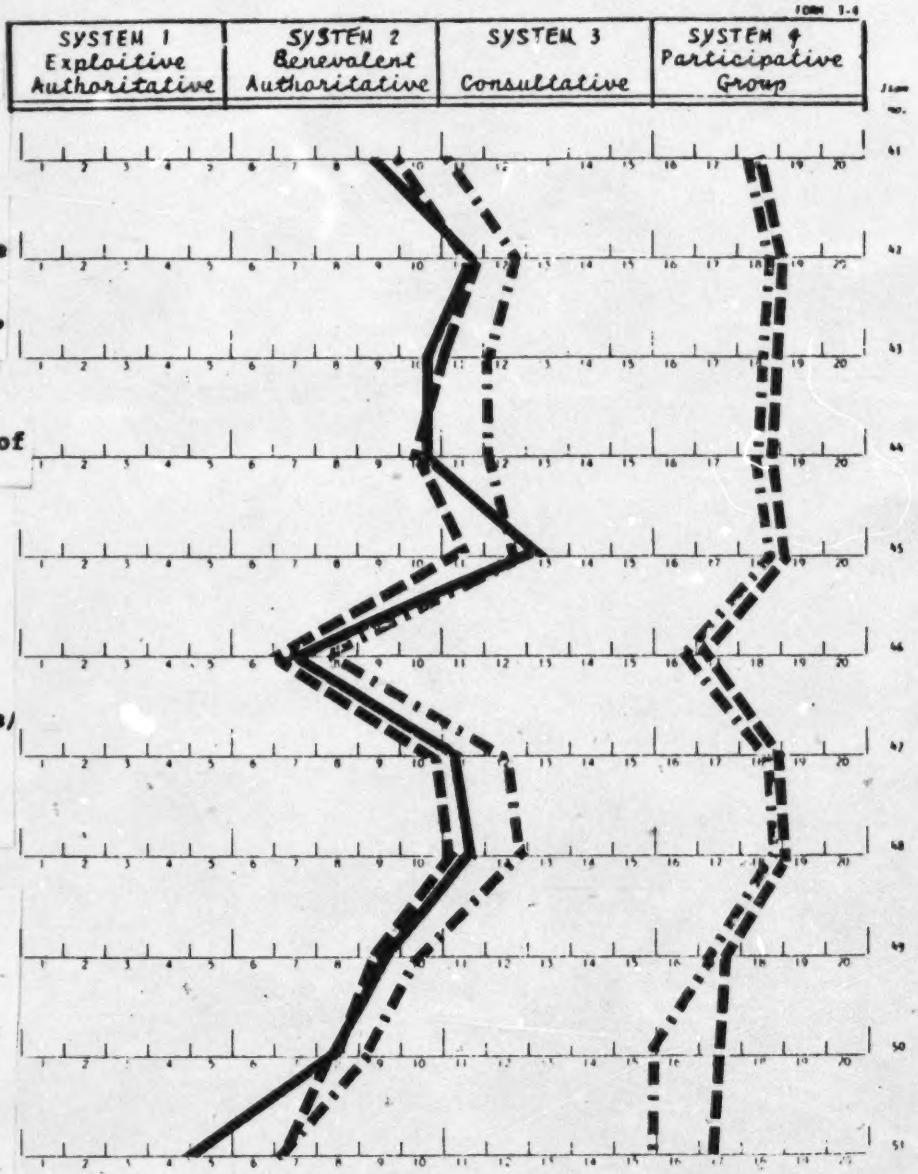


Figure 1 (continued)

not very different from those used by organizations in the United States (Butterfield 8:15-23).

Only a brief comment is necessary regarding the first level supervisors' prediction of their subordinates' perception. Figure 1 shows that the two had an apparent congruence.

A further display of the data, in the form of responses from specific groups, suggest a modification of the above observations. A brief preview can be seen in the professional responses. Their responses tended to follow the definition of System 2, with some tendency to occasionally respond in the manner of System 3. A more definitive interpretation of the other perceptions showed more incongruence. Specifically, Figure 2 displays the data as seen by different hierarchical groups, i.e., upper level supervision, first level supervision, instructional and career service employees.

Figure 2 does not show any change in the different groups' expectations. All groups viewed System 4 as being the ideal organization.

However, the profile of the institution takes on new meaning when the perceptions of the different interest groups are displayed. A general observation might be that the supervision and career service personnel perceived the institution as being somewhat more consultative than the total sample population. Conversely, the faculty viewed the institution as being more autocratic.

When a comparison of each group's views of the individual variables was made, the differences became more

Section One
Item no. 1-12

GRAPHIC PROFILE OF ORGANIZATIONAL CHARACTERISTICS
(Section One)
TALLY WORKSHEET

FORM 1

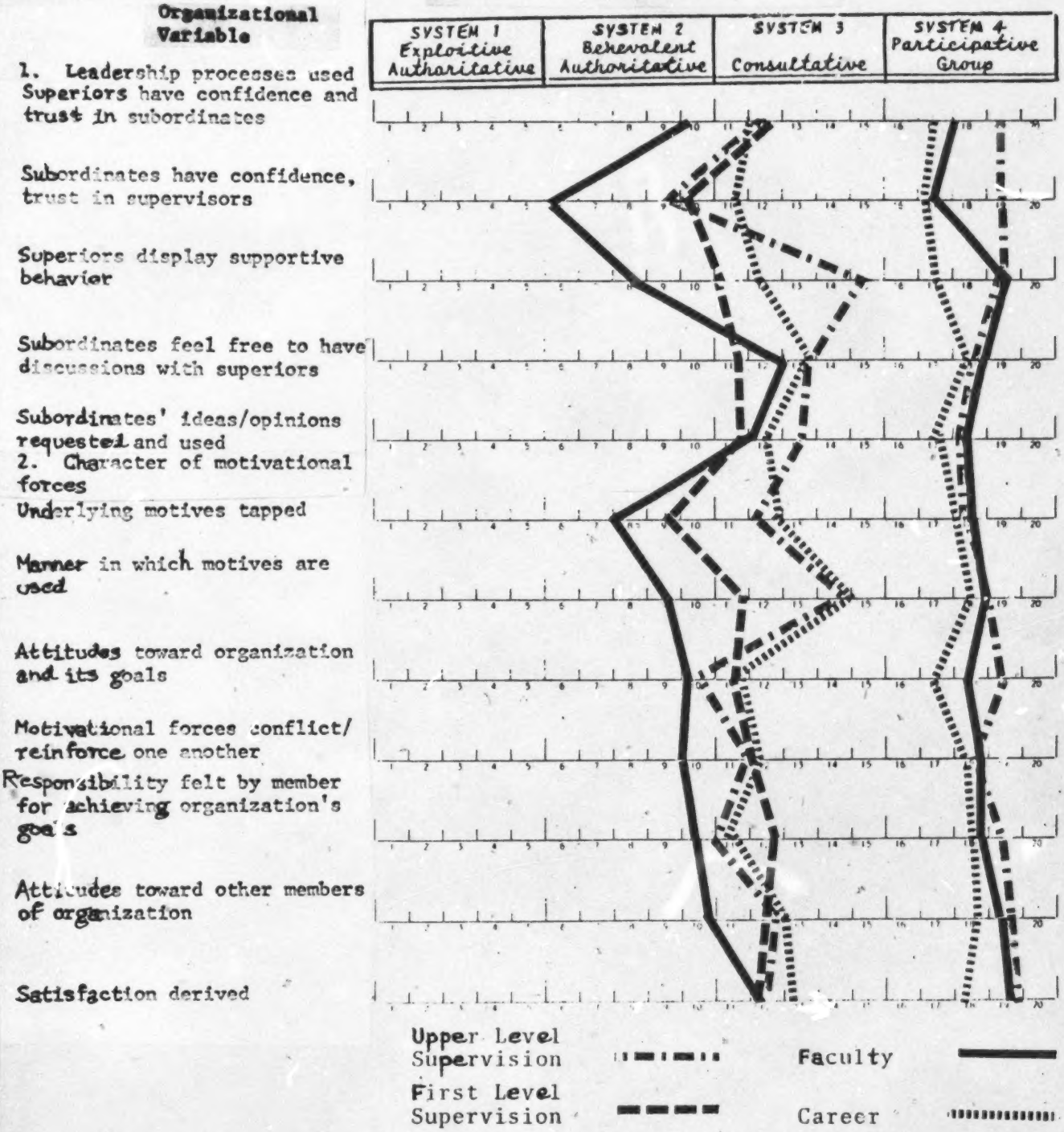


Figure 2
Perceptions and Expectations
of Individual Groups

3. Character of communication process

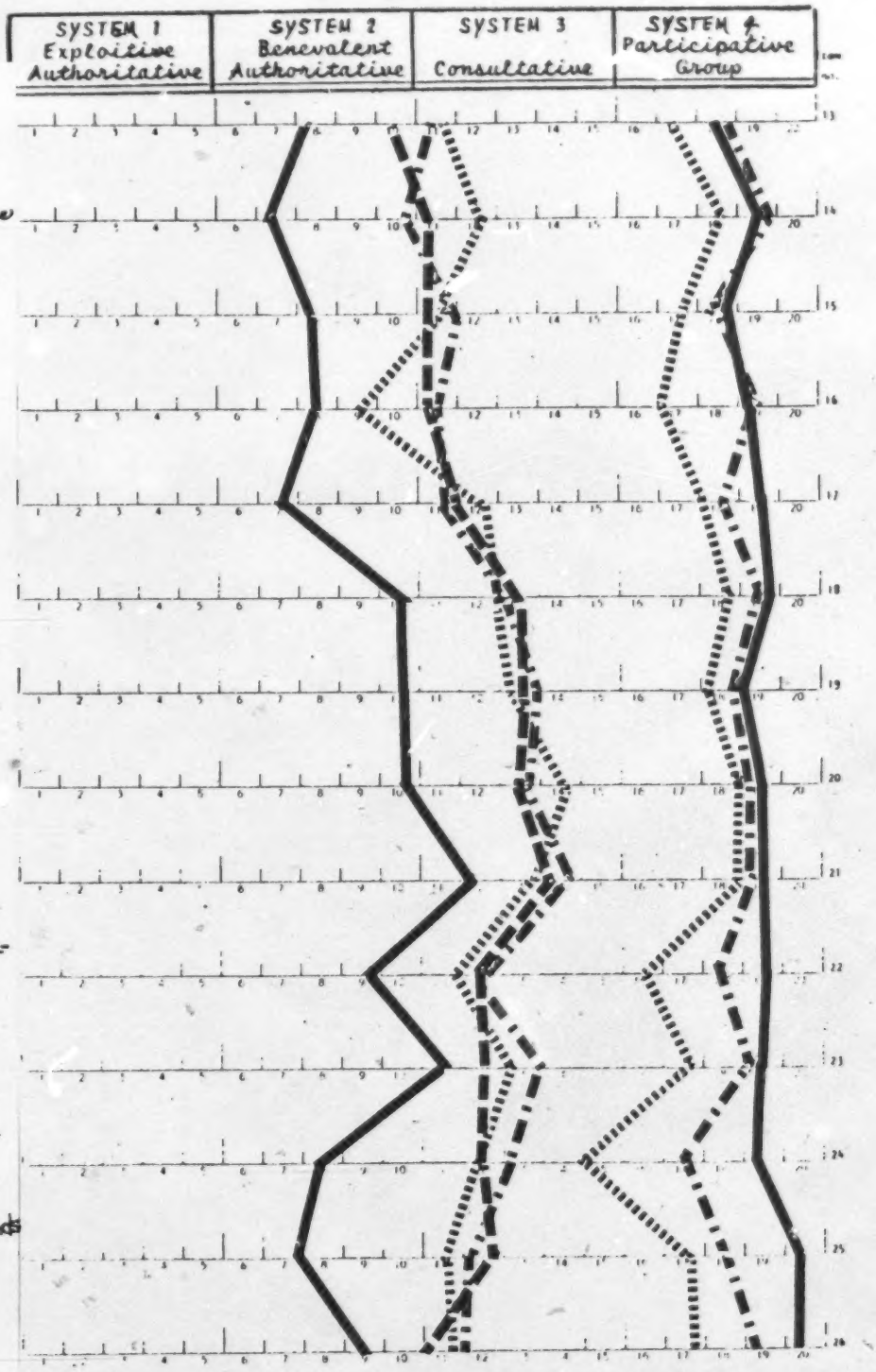
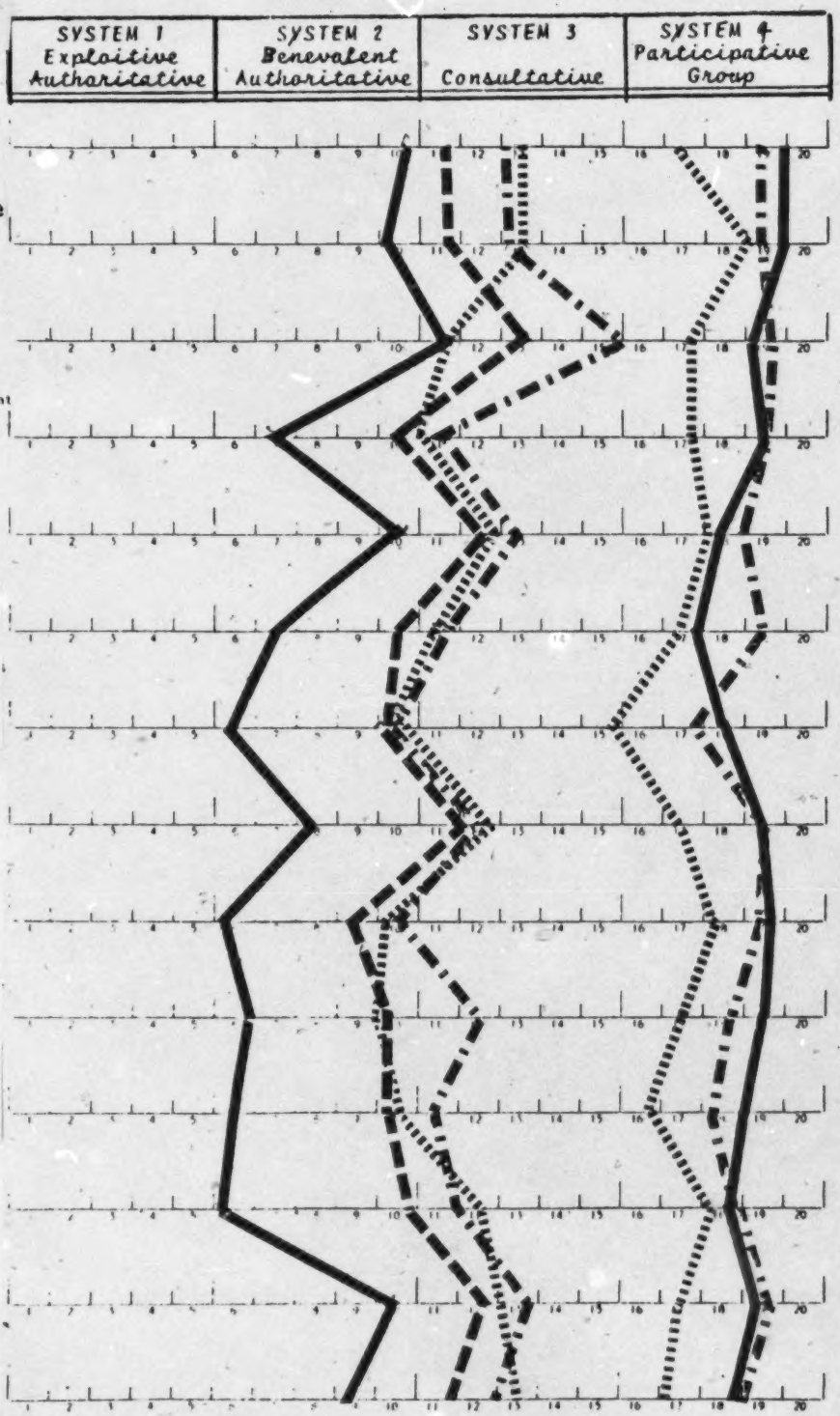


Figure 2 (continued)

Section One
Item no. 27-40

Organizational Variable



4. Character of interaction-influence

Amount and character of interaction

Amount teamwork to achieve organization goals

Superiors: Extent subordinates influence goals

Subordinates: Extent subordinates influence goals

Actual influence superiors exercise over goals

Existence of an effective structure

5. Character of decision-making process

Decisions made by superior or by group

Accuracy/accuracy of information for decisions

Decision-maker awareness of lower level problems

Tech-prof knowledge used in decision making

Adequate information at decision level

Best decision level and motivation

Subordinates are involved in work related decisions

Character of decision making: one-to-one or groups

Figure 2-(continued)

Section Two
Item no. 41-51 Organizational Variable

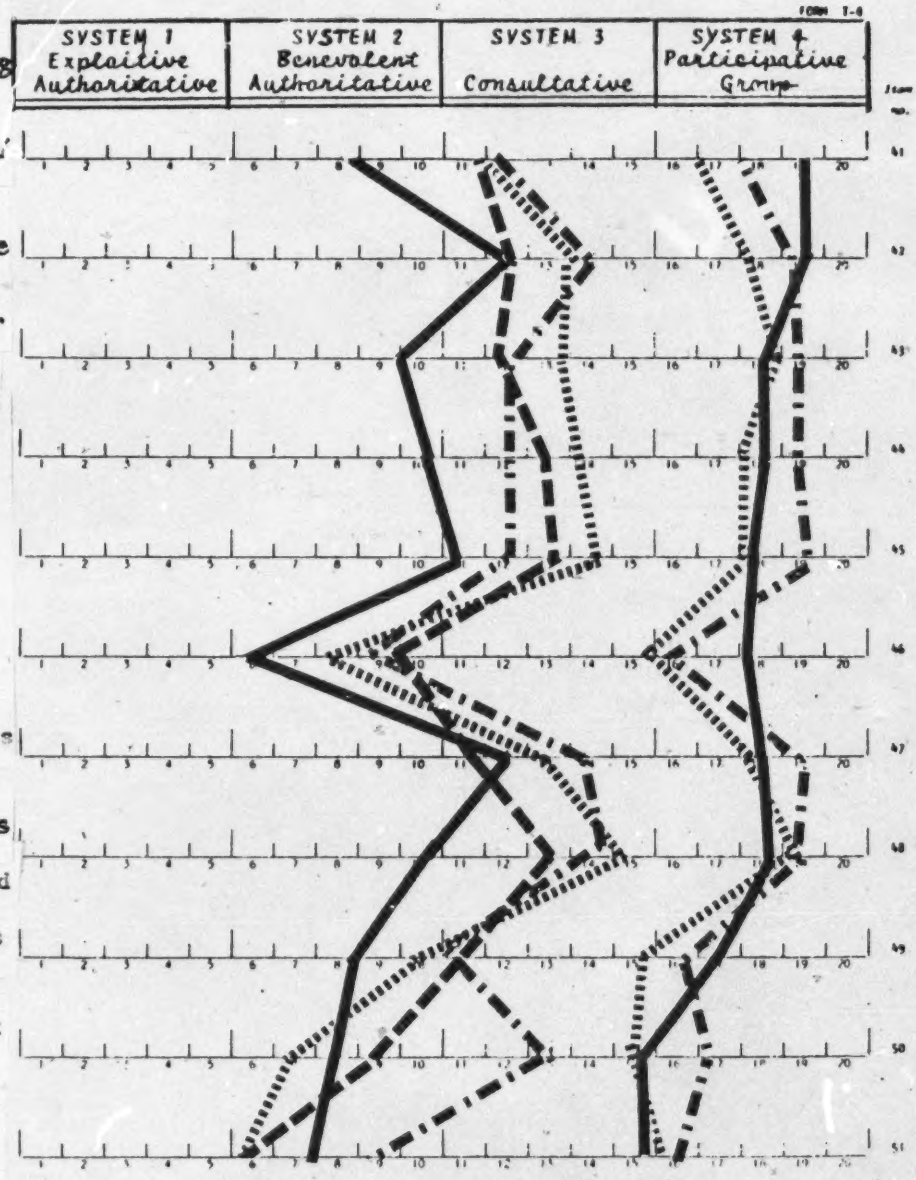


Figure 2 (continued)

visible. Specifically, the following can be seen:

Leadership. The faculty's confidence and trust in their superiors was in the lower portion of System 2 and approaches System 1--Exploitive Authoritative. That is, the faculty expressed only "some" and possibly "very little" confidence and trust in their supervision. Another extreme was that the upper level supervision viewed their behavior as being supportive. Their views were in the upper dimension of System 3 and approaching System 4--Participative. Upper level supervision believed their behavior was at least supportive in a moderate number of situations. Conversely, the faculty viewed the behavior as being less supportive in the mid-range of System 2--Benevolent Authoritative. The faculty perceived their superiors behavior as being supportive in only a few situations. This item (supportive behavior) displays one of the largest incongruence in perceptions of upper level supervision and faculty groups.

Motivation. The largest difference in perceptions between faculty and upper level supervision was in the items in which motives are tapped and the manner in which motives are used. The faculty perceived the institution as functioning in mid-range of System 2. The upper level supervision viewed their behavior in the mid-range of System 3. Stated more specifically, the faculty perceived potential punishment with no involvement. The upper level supervision viewed only occasional punishment and some involvement. The first level supervisors' perception of the institution's

behavior more closely matched the faculty's perception in regard to "motives tapped." Conversely, the first level supervisor related more with the upper level supervisor in regard to how motives are used.

Communication. Supervision and career service employees viewed the flow of communication both down and up, System 3. Conversely, the faculty viewed the direction as being "mostly downward"--System 2. Supervision perceived their behavior as being one of sharing information and answering most questions--System 3. The faculty and career service employees perceived that they were the recipients of only information supervisors felt they needed--System 2. All groups agreed that the adequacy and accuracy of the sideward communication was from fair to good--System 3. The career service employees perceived a closeness to their superiors and that the superiors understood their problems--System 3. The superiors agreed with this perception. However, the faculty's perception was that of supervision not fully understanding their problems and that they were only moderately close psychologically to each other--System 2.

Interaction-Influence Process. The faculty postulated that their supervision saw the faculty's goal influence as bordering on System 2 and 3 (a slight amount to a moderate amount of influence). Supervision's perception was one of a moderate amount of subordinate influence--System 3-- and possibly a great deal of influence--System 4. However, the faculty perceived their influence as being relatively little--

System 2.

Decision Making. All groups agreed that the "decision makers" were aware of some and unaware of other lower level problems--System 2. The upper level supervision perceived that much of the technical/professional knowledge available is higher, middle, and lower levels was being used in decision making--System 3. Career service, first level supervision and faculty disagreed with this perception and perceived that only the technical/professional knowledge available in higher and middle levels was used--System 2.

Goal Setting. Supervision and career service employees perceived goals being set and orders issued after discussion with subordinates--System 3. The faculty perceived they "may or may not" be given the opportunity to comment--System 2. All groups agreed that high goals are sought by higher levels, but with occasional resistance by lower levels--System 3.

Control Evaluation. This characteristic contained the largest congruence with all groups.

Performance Goals and Training. Upper level supervision perceived that they received "quite a bit" of management training--System 3. Conversely, the other groups perceived that they have received only "some" training--System 2.

DISCUSSION-IMPLICATION RECOMMENDATIONS

The study of Organizational Characteristics found some potentially volatile areas warrant additional discussion. Specifically in the area of Leadership, the faculty perceived some to very little confidence in their superiors. This attitude could be dysfunctional to St. Petersburg Junior College, for the superior gains commitment and power from his followers only if they trust him. This consent can be withdrawn and he will lose his power if his followers do not trust him. Levinson (22) has written that a leader is powerless without the trust of his followers and where there is no trust there is no commitment. Without commitment, it becomes difficult to perpetuate the institution vis-a-vis its goals. If the goals of the St. Petersburg Junior College are not supported and accomplished, then it can over time slip into mediocrity. This level of excellence has long range monetary and academic implications by way of lower enrollments and faculty turnover.

When the faculty's perception of lack of trust in their superiors is coupled with a lack of visable supportive behavior, institutional perpetuity is in jeopardy.

In regard to Communication, it can be conjectured that this characteristic, like that of Leadership, influences the other characteristics. The communication channel, as perceived by the faculty, has a heavy downward direction with barriers precluding upward flow. Howard (17:10-13) has

posited that barriers in the communication channel separate groups into competing, hostile camps. Further, it is important that each group within the institution must be involved in shaping that part of the institution which effects them most.

Since the faculty perceived their superiors as not fully understanding their problems, the faculty sees little opportunity in shaping their part of the institution.

As delineated in the results section, career service employees, faculty and first level supervision perceive that their technical/professional expertise was not being utilized in the decision making process. The faculty perceived that: (1) the information for decision making was both inadequate and inaccurate, and (2) they had little or no influence in the decision making process.

Cooper and Wood (9:127-134) in a research study of forty laboratory groups, each consisting of three members, found that perceived intragroup influence and satisfaction were greatest with complete participation in the decision making process. Complete participation was termed involvement in the generation, evaluation and choice phases. With partial participation, influence and satisfaction were greatest in the choice phase.

It can be posited that the lack of perceived faculty input can be viewed as the faculty not being satisfied and subsequently not motivated. The result is a lack of input and subsequently a dysfunctional organization. As Simon

(37:52) has written, any system of governance depends on people who are willing to work together in a spirit of mutual respect.

It is posited, that as Hilling (16:16-17) found, the faculty need not run the institution, but that they must be assured that they are valuable members of the collegiate team.

In broad terms it can be said that the faculty as a whole aspired to a System 4 (Participative Management), while perceiving the institution at the very best a System 2 (Benevolent Authoritative) and even possibly a System 1 (Exploitive Authoritative) climate.

In all probability, it is somewhat unrealistic to have the administration accept these expectations--at least within a reasonably short period of time. The greater the delay, of course, the greater the probability and degree of conflict. March and Simon (26:119-121) have discussed the existence of positive felt need for joint decision making, and expectation as related to the perceived situation with an observation that where perceptions and expectations are not congruent, the result is intergroup conflict.

The perception of all groups that high goals are sought by higher hierarchial levels but with occasional resistance by lower levels is in keeping with Leslie's study. Leslie (21:50-62) found that the faculty's attitude toward the goals of their institution was best described as ambivalent.

The obvious implication is that it is more difficult for the institution to become a better organization if it can not meet its goals. The assumption is that the goals are intended to improve the institution.

The final characteristic of training is attached (appropriately so) to Performance Goals. It can be postulated that the institution is in a period of stress and as Richardson (33:306) has noted, during such periods greater emphasis is placed on staff development. Hence the position that lower level supervision, faculty and nonadministrative personnel perceive the need for training.

What is needed is feedback on behavorial perceptions followed by perceived behavorial change. For as Bartz (4:160) has written, feedback is of little practical use unless it results in perceived behavorial change.

Most organizations today typically exhibit behavior which would be characterized as immature or pathological in individuals. Fordyce and Weil (12:8-16) have verbally described the behavioral qualities as being rebelliousness, dependency, defensiveness, and narrowness of perspective. Pictorially they have described an unhealthy organization (Figure 3) where a tremendous amount of energy pours into the system at one end, but the real output dribbles out a pipette. Most of the strength, talent, wisdow, and force of people is dissipated internally.

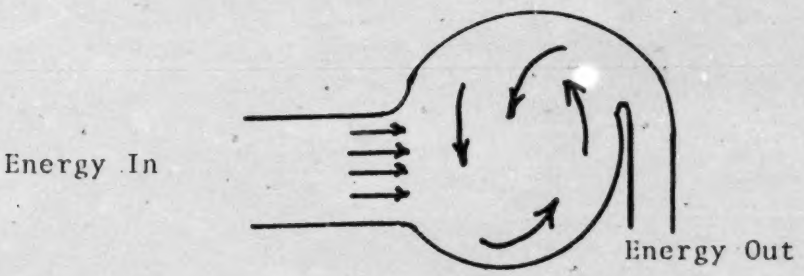


Figure 3

Unhealthy Organization

The unhealthy organization often gets in its own way, steps on its toes, and as a result, wastes much of its energy doing things not resulting in productive output. OD has as its objective to develop organizations so that there is a coordination with a resulting smoothness of work and gaining on what each of its parts could accomplish singly. OD is the process of getting questions answered, responsibilities shared, participation as versus competition encouraged so that this wasted energy can be straightened out. It helps a team openly raise and mutually solve underlying issues.

There are a number of interventions which can be used to help develop the St. Petersburg Junior College team. A theory advocated by Jack Gibb (13:284-287) states there are four key areas which can be manipulated by an organization: climate, data flow, goal formation process and controls.

The behavior manifested in these four areas are as follows:

1. Climate. Administration trusts the faculty, etc., and tries to act in ways which cause them to trust administration. Administration would soon learn that fear

is one of its worst enemies, for frightened people do funny things.

2. Data Flow. Administration lets people know what's happening, and asking people to let them know what's happening, even unpleasant things.

3. Goal Formation Process. Administration wants to know what they (faculty) want, for the organization and for themselves. Administration works with the faculty to get their goals appropriately fulfilled.

4. Control. Administration doesn't worry much about watching peole. In a highly trusting, open organization there is a self-policing effect.

One might wonder if these attitudes/privileges might be misused. Gibb (14:301-302) cites an interesting example in a college situation. The experiment was conducted to learn to what extent students would accept responsibility for their own education. Mistrust of students led to all sorts of controls on attendance, data gathering activities, and so on. However, when the students were told that the need for controls was bred from faculty fear and mistrust based on some previous experience the students reacted promptly. In a seven-year period, controls were reduced, groups took over direction of their own processes, built in their own attendance norm, reduced absenteeism to nearly zero, and achieved their tasks more effectively than when they were under control.

Likert (25:97-118), in his book New Patterns of

Management, advocates the "linking pin" philosophy. Where members of one or both groups display an inability to use group decision making sufficiently well to achieve consensus in terms of the best interests of all concerned, they are in all probability operating in System 1. In System 4, this problem is handled by utilizing the resources of the group in a "linking pin" approach of groups, rather than man-to-man interaction. It requires group decision making by consensus in all work groups throughout the organization.

In essence, what the investigator is suggesting is a viable alternative to traditional practice of college administration and governance. The alternative is a model which has as its goal the development of collaborative relationships between and among members of the college community.

Is there a choice? Are there alternatives? The answer to both questions is yes. As an example, in the past few years, a five-category scheme (Figure 4) for handling interpersonal conflict has been introducted by Blake and Mouton (7). This scheme is a significant improvement of the simpler cooperative/competitive dichotomy.

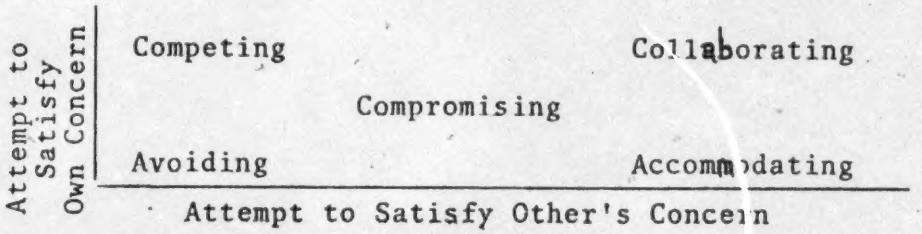


Figure 4

Handling Interpersonal Conflict

Jamieson and Thomas (18:321-335) have discussed a growing body of evidence linking these five conflict schemes to certain interpersonal and organizational outcomes, e.g., others respond with positive effect to the cooperative modes, that subordinates perceive relations with superiors as productive when collaboration is employed and collaboration is positively related to the integration of efforts within an organization and to the relative performance of an organization within its industry.

It is recommended that the St. Petersburg Junior College President call a meeting and set up a diagnostic team consisting of his staff (it is in the nature of organization development that most voluntary changes are undertaken with the joint participation of all interested parties).

The team would review the data collected, to adjust goals, and recommend further action. Like any tasked oriented group, this team building can lead to improved decision making. (Berquist 6:198)

What is being recommended is a model that will develop the group-to-group interface, and the organization individual interface.

The process starts with a systematic diagnosis and analysis of the diagnosis of the problems in the organization. Secondly, these symptoms are translated into a coherent picture on the basis of which action can be planned and carried out with a reasonable assurance that objectives will be achieved. (Lawrence-Lorsch 20:85)

If a reasonably complete diagnosis is developed, it will tend to lead to the next necessary steps, that is, it will help to specify the desired direction of change, while identifying the more promising variables. These variables should, and can, be altered to allow the organization to move in the desired direction.

At this point, it is dangerous to generalize about the selection of change methods to be used. For, the process is evolutionary. But, a general guideline is that the method must match the amount of behavior change that is needed to close the gap in the 51 items.

It is what Douglas McGregor (28:190-196) called the viable strategy managing differences, i.e., working through the interpersonal or intergroup conflict rather than using denial or suppression, and is usually planned strategy. McGregor posited that the process of managing conflict by working through differences--in contrast to denying or suppressing them--is complex and difficult. Authentic communications, a climate of mutual trust and support within the group, a genuine respect for differences among the members are requirements for managing conflict and disagreement in the interests of effective group decision making.

More recently and possibly more succinctly, Richardson (34:52-56) stated that we must learn to work together.... to compete effectively in the marketplace of higher education, we will need to resolve our conflict as equitably as possible and move on to the tasks at hand.

A future study in the form of a longitudinal analysis of the St. Petersburg Junior College Likert Profile is appropriate. Specifically, how reliable are Likert Organizational Profile scores over time? In particular, the question can be asked as to how accurate are Likert's Organization Profile scores when used retrospectively? Most investigators who ask respondents on questionnaires to recall how things were at some point in the past have no data as to how they really were. Any future study in 6, 12, or 18 months can use the present information as a data base. Change can be plotted.

But what caused the change? Specifically, what effect did each of the planned or unplanned interventions have on the change?

Future investigators might ask what impact did a recent union petition have upon the change? What impact will recent organizational realignments have upon change? Should the President resign in the foreseeable future, what impact will this have?

Longitudinal studies will have to respond to these and other questions if the Likert questionnaire is to be used as a viable tool for measuring organizational climate as seen in past, present, or future.

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APPENDIX A

FORM T

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

This questionnaire was developed for describing the management system or style used in a company or one of its divisions.

In completing the questionnaire, it is important that each individual answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each question the way you see things or the way you feel about them.

INSTRUCTIONS

1. On the line below each organizational variable (item), please place an *N* at the point which, *in your experience*, describes your organization at the present time (*N* = now). Treat each item as a continuous variable from the extreme at one end to that at the other.

2. In addition, if you have been in your organization one or more years, please also place a *P* on each line at the point which, *in your experience*, describes your organization as it was one to two years ago (*P* = previously).

3. If you were not in your organization one or more years ago, please check here ____ and answer as of the present time, i.e., answer only with an *N*.

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APPENDIX B

SPECIAL INSTRUCTIONS TO RESPONDENTS

I. UPPER LEVEL SUPERVISION, FACULTY, AND NON-ADMINISTRATIVE INSTRUCTIONS

On the line below each organizational variable (item), please place an "N" at the point which, in your experience, describes St. Petersburg Junior College (N=Now). Treat each item as a continuous variable from the extreme at one end to that at the other.

In addition, place an "F" (Future) at the point where you would like St. Petersburg Junior College to be relative to that item. The implication is that you are personally willing to help reach that point.

Again, treat each item as a continuous variable from the extreme at one end to that at the other.

NOTE: Please place your individual answer between the mark(s) as follows:

|___N_____|

II. FIRST LEVEL SUPERVISION INSTRUCTIONS

On the line below each organizational variable (item), please place an "N" at the point which, in your experience, describes St. Petersburg Junior College (N=Now). Treat each item as a continuous variable from the extreme at one end to that at the other.

In addition, place a "P" (Perceived) on each line at the point which best describes St. Petersburg Junior College as perceived by your subordinates. That is, how do you think the faculty of career employees will answer the item.

NOTE: Please place your individual answer between the mark(s) as follows:

|___N_____|

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